DOCUMENT RESUME

ED 055 693 32 RC 005 596

AUTHOR Nowicki, Stephen, Jr.; Barnes, Jarvis
TITLE Evaluation of the Camp Project for Seventh, Eighth, and Ninth Grade Pupils. Research and Development Report, Vol. IV, No. 9, Summer 1970.
INSTITUTION Atlanta Public Schools, Ga.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
PUB DATE 70
NOTE 36p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Analysis of Variance; Camping; Caucasian Students; *Disadvantaged Youth; Federal Programs; Instructional Staff; *Junior High School Students; *Negro Youth; *Outdoor Education; Program Costs; Program Evaluation; Questionnaires; Recreational Activities; Research Design; Self Concept; Statistical Data; *Summer Programs; Urban Youth
IDENTIFIERS Atlanta; Georgia

ABSTRACT

In summer of 1970, the Atlanta Public Schools received funds for a camp project involving 380 junior high pupils, 95% Negroes and 5% Caucasians. Objectives included providing the opportunity for pupils to assume responsibility, develop self-reliance, and thereby increase self-respect; teaching the skills involved in outdoor recreation; teaching the importance of, and appreciation for, natural resources through realistic projects; teaching elements of democratic living through group living, planning, and sharing; and integrating outdoor experiences with the regular school curriculum. The project provided 5 1/2 days of outdoor education and camping experience, with a schedule organized around such activities as camp craft, fishing, swimming, conservation classes, and nature study. Pupils were tested using the Nowicki-Strickland Locus of Control Scale on the first day and a revised model on the last day. Statistical results indicated, for example, that the camping experience made the youngsters feel more in control of events affecting them and more confident in themselves; that pupils learned more than they had anticipated; that they made more friends than they had anticipated; and that the Nowicki-Strickland measure is valid for a predominately black population. Recommendations included continuation of the program; operation of the camp program independently rather than sharing the camp site; inclusion of children of different socioeconomic levels; and follow-up to ascertain what effects the experience may have had on school performance. (JB)

EDO 55693

N-LJ

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: RC UD
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

R E S E A R C H A N D D E V E L O P M E N T R E P O R T

Vol. IV, No. 9

Summer, 1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

RECEIVED
OCT 20 1971
NMSU
E.R.I.C.

Evaluation of the Camp Project for Seventh, Eighth, and Ninth Grade Pupils

Summer, 1970

Funded Under ESEA Title I, P.L. 89-10

Prepared by

Dr. Stephen Nowicki, Jr.
Assistant Professor of Psychology
Emory University

and

Dr. Jarvis Barnes
Assistant Superintendent
for Research and Development

Dr. John W. Letson
Superintendent

Atlanta Public Schools
224 Central Avenue, S.W.
Atlanta, Georgia

RC005596

PREFACE

In the summer of 1970 the Atlanta Public Schools received funds from the Elementary and Secondary Education Act of 1965 (ESEA), Title I (summer appropriations), for a camp project involving seventh, eighth, and ninth grade pupils. The evaluation of the project was subcontracted to Dr. Stephen Nowicki, Jr., Assistant Professor of Psychology, Emory University.

The purpose of this evaluation was to ascertain whether or not a program providing new and creative educational experiences does make an outstanding impact upon the lives of inner-city youngsters. The findings of the report may provide valid information for future programs of enrichment for young people.

Jarvis Barnes
Assistant Superintendent
for Research and Development

TABLE OF CONTENTS

	Page
INTRODUCTION	1
RATIONALE	1
OBJECTIVES	2
DESCRIPTION OF THE PROGRAM	3
STAFF PERSONNEL	4
RESEARCH DESIGN	5
MEASURES	6
RESULTS	9
DISCUSSION AND CONCLUSIONS	10
RECOMMENDATIONS	11
FINANCIAL STATEMENT	14
APPENDIX	
Schedule of Activity for the Camp Project	15
The Norwicki-Strickland Locus of Control Scale (Personal Reaction Survey)	16
Precamp Questionnaire	19
Postcamp Questionnaire	21
Tables	24
Evaluation Instrument	31

LIST OF TABLES

Number		Page
1	SUMMARY OF t TESTS FOR PRETEST AND POSTTEST NOWICKI-STRICKLAND LOCUS OF CONTROL SCORES FOR EACH WEEKLY SESSION	15
2	ANALYSIS OF VARIANCE ON NOWICKI-STRICKLAND LOCUS OF CONTROL SCORES FOR THOSE YOUNGSTERS WHO RETURNED FOR AN ADDITIONAL WEEK OF CAMP	16
3	MEAN NOWICKI-STRICKLAND LOCUS OF CONTROL SCORES FOR YOUNGSTERS WHO SPENT TWO WEEKLY SESSIONS AT CAMP	17
4	MEAN SCORE RESPONSES TO PRECAMP AND POSTCAMP QUESTIONNAIRE	18
5	WEEKLY RECORD OF HOW FREQUENTLY ACTIVITIES WERE ENDORSED AS THE FAVORITE BY THE PUPILS	21

I. INTRODUCTION

"Self-respect, sense of responsibility, communication, ecology, conservation, self-worth, black, white, inner city, nature;" all are words that are very much a part of the present day vocabulary. Although all of the words denote important concepts, they seem to have little in common with one another and perhaps in the traditional sense of education they do not. However, inner-city pupils participating in the Summer Camp Project of the Atlanta Public Schools found that these words were indeed related to one another. This unique camp project consisted of a well-trained staff who worked with a large number of junior high school pupils. The staff attempted, through a program of conservation, ecology, and nature study, to create in these pupils a greater sense of responsibility, self-worth and self-respect. The ramifications of the effect of the camping experience on these youngsters can, of course, only be estimated by the objective test data. However, the trends these data suggest, give cause for optimism which in these troubled and confusing times appears much too infrequently.

II. RATIONALE

Children living in the city environment, generally, and in the inner city specifically, may be robbed of the opportunity of learning of the intimate relationship between nature and education. It was the intention of the originators of the project that a camping program could be developed "which would provide an effective means for pupils to meet and work out real life situations and be ready in attitude and skill to face the problems at home, at school, and in the neighborhood." The basic philosophy was involved with the belief that children will benefit from a structured outdoor experience. It is emphasized that the main thrust of the camping experience was educational rather than purely

recreational. The camp program, in addition to being more than recreation, was not political, profit-making, denominational, or for problem children. Its main purpose, then, was to provide an enriching experience for the "average" inner-city pupil.

III. OBJECTIVES

The camping experience shares with other programs the overall objective of "implementing the umbrella concept of education for disadvantaged pupils during the summer months by providing new and creative educational experiences." More specifically, it provides "an effective means for pupils to meet and work out real life situations and be prepared in attitude and skill to face home and school problems." Thus, more uniquely, the primary objectives are:

1. To provide the opportunity for pupils to assume responsibility and develop self-reliance and thereby increase self-respect.
2. To teach the skills involved in outdoor recreation, such as fishing, camping, boating, hunting, and hiking.
3. To teach the importance of and appreciation for natural resources through realistic projects.
4. To teach the elements of democratic living through group living, planning, and sharing.
5. To provide direct experiences in the natural and biological sciences.
6. To provide the opportunity for meaningful work experiences.
7. To teach personal health and safety.
8. To provide the opportunity for enjoyable fun experiences in the out-of-doors.
9. To teach survival in the out-of-doors.
10. To integrate as much as possible the outdoor experiences with the school curriculum.

IV. DESCRIPTION OF THE PROGRAM

Pupils: The pupils who participated in the camp experience were 7th, 8th, and 9th graders from Title I schools in the city of Atlanta. These older pupils were chosen to reduce the dangers of "homesickness" which might be more prevalent in younger pupils. Pupils were chosen by their high school counselor with the only criterion being that the "youngsters might benefit from an outdoor experience." During the summer these numbers were supplemented by canvassing done by community school directors. The average age of the youngsters was 13 (ranging from 12 to 15). Nearly 95% of the pupils were Negro, while 5% were Caucasian. Of the nearly 400 pupils participating in the camp experience only four had to be returned due to "homesickness" or related difficulties and only three for disciplinary reasons (all three youngsters returned had an extensive record of school and community difficulties).

The camping experience provided $5\frac{1}{2}$ days of outdoor education and camping experience (from Monday morning to Saturday afternoon), for 387 seventh, eighth, and ninth grade pupils. There were seven weekly sessions with a special session on the eighth week in which selected pupils from the first seven weeks were invited back. The campers during the first seven sessions spent $5\frac{1}{2}$ days at the camp site with a camp out experience coming on Thursday night (Appendix, page 15). There were about 60 campers for each of the first four weekly sessions and about 35 for each of the last four weekly sessions. This numerical arrangement was made necessary due to the fact that the camp site had to be shared with another agency from the fifth week on. The camp site itself, was located on Butler Street Young Men's Christian Association (YMCA) property on the shores of Lake Allatoona in a wooded area which was cleared of underbrush and had a source of water. The pupils lived in cottages provided by the YMCA. For the first four weeks the pupils were divided into three groups which stayed at three separate cottages, each with its own two counselors.

There was spirited competition among the three groups or "tribes." From the fifth week on, the camp was shared with YMCA children and the camp youngsters stayed in one cottage. This arrangement led to much less competition.

The schedule for the campers was organized around such activities as camp craft, fishing, swimming, arts and crafts, canoeing, conservation classes, and nature study. The time was arranged so that there was predictability without rigidity to the schedule. There was a liberal amount of free time for the youngsters to follow their own pursuits. The overall attitude of the staff was to emphasize working together to accomplish goals. To accomplish this a number of conservation projects, among other things, were completed by groups of campers. The regular schedule of classes and activities led to a Thursday evening camp out experience. Campers either hiked or canoed to another site with their counselors. The camp experience included cooking out and sleeping out Thursday evening. The youngsters returned to camp Friday morning. Friday evening was another high point of the camp program when an "Indian ceremony" was conducted. At this ceremony both the youngsters and the staff dressed in "hand made" Indian garb and each pupil was individually introducted into "bravehood," by a counselor who gave him an Indian name, (for example, Tall Oak) and recounted an actual deed showing that the pupil deserved to become a brave (for example, paddling his canoe more than one mile).

The schedule was basically the same for the first seven weeks. The eighth week was somewhat different due to some special activities which were added for the repeaters. Activities such as an extended hike, map reading, compass reading and the like were added.

V. STAFF PERSONNEL

The camp staff personnel was headed by Gene Goodwin who was a certified public school teacher as well as an avid outdoorsman and member of the

Sierra Club (a conservation organization). Other senior camp staff members were William Cribbs, a trained biology teacher, avid conservationist, and the acknowledged expert in ecology. In addition he worked with the boys in arts and crafts. Jake Martin is a certified teacher and was head of the waterfront instruction, and David Watkins is a pupil and was waterfront instructor. Michael Willingham, a certified teacher; and Karl Binns, Jimmy Hall, Scott Mosley, and James Young, pupils, served as counselors.

VI. RESEARCH DESIGN

The pupils were tested twice for each weekly session. The first testing session took place during Monday morning in the gymnasium on the school grounds from which the pupils left for the camp site. The testing took place after the youngsters had been checked in, finished their medical examinations, and had loaded their gear on the buses. At this first testing, the youngsters were told that the examiner was going to ask them some questions in order to find out what they thought about certain things and what they expected camp to be like. The pupils were assured that their responses would be kept secret (confidential) and that it was very important that they answer the questions just the way they felt. The Nowicki-Strickland Locus of Control Scale was then handed out and the pupils were told that the examiner would read each question aloud and that they should check the "Yes" place if they felt the answer to the statement was yes or mostly yes, or the "No" place if they felt the answer to the question was no or mostly no (Appendix, page 16).

Each of the forty questions were then read aloud to equate testing time and assure understanding. When the scales were completed they were collected and the pre-camp information blank was handed out (Appendix, page 19). This was a list of eleven questions having to do with specific expectancies concerning camp (How do you think you will enjoy camp?) and specific knowledge and experience (How do you think you would do in the woods by

yourself? How well can you swim?). These questions as well as their possible responses were also read aloud and the pupils were instructed to check one of the three possible responses offered. When the pre-camp questionnaire was completed the pupils were asked to draw a picture of a man on the final page. The pupils were then given five minutes to complete the drawing.

The second testing was held $5\frac{1}{2}$ days later on Saturday morning in the dining hall of the YMCA camp. The procedure was similar to that of the first testing session. Certain of the pre-camp items were changed to assess the effects of the $5\frac{1}{2}$ day experience (How much fun did you have over the last five days?). In addition, the pupils listed what, to them, was the best thing about the camping experience (Appendix, page 21). Also, from the fifth week on, the pupils were asked to select, from a list of staff members, whom they would like to have back for another camping session as well as to list three other campers for whom they would vote as friends and three other campers for whom they would vote as president of their camp.

Black and white examiners were alternated from week to week.

VII. MEASURES

Nowicki-Strickland Locus of Control

The ways in which a child seeks to understand his world are intimately tied to how he "expects" events to occur. Without this subjective expectation that events occur in a certain manner, the child's world (as well as the adult's) would be a most chaotic and frightening place. Rotter (1966) has emphasized this expectancy concept in his social learning theory. He hypothesizes that individuals have a generalized expectancy of how much control they have over things that happen to them.

"When a reinforcement is perceived by the subject as following some action of his own but not being entirely contingent upon his action, then, in our culture, it is typically perceived as the result of luck, chance, fate, as under the control of powerful others, or as unpredictable because of the great complexity of the forces surrounding him. When the event is interpreted in this way by an individual, we have labeled this a belief in external control. If the person perceives that the event is contingent upon his own behavior or his own relatively permanent characteristics, we have termed this a belief in internal control."

Although various attempts to measure this expectancy in adults have been reported (Phares, 1957; James, 1957; Rotter, 1966), Rotter's scale seems to be used most frequently. The locus of control variable was found to be related to a number of variables and ways of approaching, handling, and resolving achievement-oriented tasks (Crandall, et al., 1962; Rotter & Multry, 1965; Zytkoskee, Stirckland & Watson, 1969).

There have been several attempts at developing a locus of control measure for children. Battle and Rotter (1963) have developed a Picture Test of Internal-External Control. They used this scale in the investigation of the relevance of expectancies of lower class whites and blacks to performance on an achievement task. The most popular paper and pencil locus of control tests for children were devised by Bialer (1961) and Crandall et al. (1962). However, the Bialer test has questionable reliability while Crandall's et al. device was developed as an intellectual achievement responsibility scale for "self-responsibility in achievement situations." Since the items dealt only with academic-type experiences, the scale was limited for investigating generalized locus of control.

To develop a measure of the internal-external dimension for use with children, Nowicki and Strickland have constructed a paper and pencil locus-of-control scale (The Nowicki-Strickland-Internal-External Scale).

Internal consistency (r = .71 to .88) and test-retest reliabilities (r = .69 to .82) have been satisfactory for both children and adolescents (n = 1,739 third through 12th grade children). In addition, the scale has shown substantial construct validity which is reported elsewhere (Nowicki & Strickland, 1970).

The general rather than specific nature of the Nowicki-Strickland scale was seen as an asset for use in this particular study. Few, if any, of these questions were related to the specifics of a camping situation. The specifics of the camp experience were assessed via the pretesting and posttesting using the questionnaires. The camp questionnaires were developed from discussions with staff and pupils. The questions sought to measure the expectancies and perceptions concerning the positive and negative elements of the camp experience as well as to assess changes in self-confidence.

Human figure drawings have been used in a myriad of studies to measure everything from intelligence to personal adjustment. Their primary use in this study was to give the youngsters a break from questionnaire type data (For review of this literature, see Harris, 1967).

The in-depth description of the procedure, design, and measures leads now to the basic hypotheses.

First, if the objectives of the camp experience were met, then scores on the Nowicki-Strickland internal-external control scale should move toward the lower end of the continuum, that is, the youngsters should become more internal.

The assessment of the permanence of the change (if it did indeed occur) concerned those youngsters selected to return to camp for a second weekly session. It was hypothesized that, if the camp experience was meeting its objectives, these youngsters should show significantly more internal scores after the first weekly session. These changes in the

internal direction should be maintained until they returned for the second session. The second camping week should, if the camp project was meeting its objectives, lead to the youngsters becoming even more internal than they were at the beginning of the second weekly session. (This hypothesis was considered to be crucial to assessing whether positive and lasting change had occurred.) Third, if the camping were a positive experience then the youngsters should react favorably to the camping experience as measured by a desire to return. The youngsters responses to the pretest and posttest questionnaires would yield this information.

Fourth, if the internal pupils were more self-confident and responsible then they should be more popular with their peers than those youngsters who were external.

VIII. RESULTS

Table 1 presents the results of the t tests computed for each weekly session, as well as the overall t-test for all eight weeks. The results show complete support for the first hypothesis. Indeed, the pupils became more internal ($t = 5.936$ df = 290, $p < .0005$). The table indicates that only those who attended during the sixth week showed any trend which was in the external direction.

Tables 2 and 3 present the results pertinent to hypothesis 2. The data show that the second hypothesis was supported. Not only was the difference between pretest and posttest scores in the first weekly session significant ($p < .001$), but the change held until the first testing of the second session. More impressive was the significant difference in the predicted direction between the pretesting and posttesting in locus of control scores of the returnee's second weekly session. In addition, the difference between the pretesting of the first weekly session and the post-testing of the second weekly session showed the largest difference of any group comparison.

Table 4 shows the results of the pre-camp and post-camp questionnaires. The comparison of scores indicated that, at the end of the camping experience the pupils felt (1) that the camp experience was more fun than they expected it to be, (2) that they learned more than they expected to, (3) that they cound swim, fish and canoe better, (4) that they could survive in the woods by themselves better and (5) that they made more friends than they had expected to make. These results indicate that the pupils felt the camp experience was a most favorable and positive one. Hypothesis 3 was supported.

Using total votes received as the dependent measure it was found that internals were more popular than externals ($\underline{t} = 2.471$, $p < .01$, $df = 79$). This finding is consistent with that found by Nowicki (1970) with a predominately white population, and supports hypothesis four.

Table 5 presents the results for the most popular activities. As can be seen the most popular activities were swimming, canoeing, and camping out.

IX. DISCUSSION AND CONCLUSIONS

The statistical results indicated that the camping experience was a most beneficial one for the campers. These results were obtained with both a general measure of locus of control (non-specific to the camping situation) and with other more specific measures. The results suggest that the camping experience made the youngsters feel more in control of events occurring to them and more confident in themselves. In a word, these youngsters began to feel more in control. This trend toward a greater sense of responsibility and control continued in the group of youngsters who returned for an extra session. Whether it was the additional activities, the fact that relationships between the staff and the youngsters were allowed to deepen, or some combination of these and other factors, the youngsters seemed to benefit from the longer camp experience.

The youngsters during the fifth and sixth weeks showed the least amount of positive change. This corresponds to the time when the camp began to share the site with the Butler Street YMCA children. This sharing of facilities, for whatever reason, seemed to have a negative effect on the campers.

Besides the changes in self-concept, responsibility, and the like, the campers gave evidence of having a "good time" and enjoying themselves. They enjoyed themselves so much that over 90% wanted to return again and over 75% wanted to return for a longer period of time. This type of reaction to a rather structured learning experience by a group of inner-city teen-agers is most encouraging.

The finding that internals were more popular added to the validity of the Nowicki-Strickland measure and its applicability to a predominately black population, as well as to favorability of being internal as opposed to being external. This is evidence of improvement in the realm of interpersonal relationships as well as self-confidence and feelings of control due to the camp experience.

From the analysis of the results of this project, it is concluded that the primary objectives of the Atlanta camping project were met. Inner-city youngsters, even at the teen-age years, when exposed to this fairly rigorous, educationally oriented camp experience became more responsible, improved their self-concept, and gained in self-respect.

X. RECOMMENDATIONS

Recommendations were based on a review of the data contained in this report, on evaluations completed by staff members (Appendix, page 30) and on discussions with other individuals involved in the program.

1. There were strong indications from campers, staff, and the results of the data analyses, that the camping program should definitely

be continued. Not only should the camp experience be continued but it was further recommended that the camping experience be extended from this year's $5\frac{1}{2}$ days to a longer period of time, say $8\frac{1}{2}$ or 10 days. This recommendation was based on the results which indicated that the longer the camp experience the greater the positive changes.

2. There was suggestive evidence from the data analyzed and a strong indication from the staff evaluations that sharing the camp with children from another agency had a very negative effect on the Atlanta Camp Project. It was recommended therefore that the Atlanta Public Schools seek to acquire a camp site which would allow the camp program to operate independently.

3. From the staff evaluations and discussions with other individuals the need for a full-time coordinator for outdoor education was indicated. It was recommended therefore that if the camp were to be continued a qualified full-time coordinator should be hired.

4. In order to add to the experiences of the youngsters involved in the camp project, it was recommended that the base of the campers selected should be expanded to include children of different socioeconomic levels.

5. For further evaluation, it was recommended that a follow-up study on the campers should be done to ascertain what, if any, effects the camp experience may have had on school performance. This could easily be done by comparing the performance of a group of campers with a comparable group of noncampers on grades or other readily available dependent measures.

6. From the staff evaluation it is apparent that there were a number of needs to be met in next year's camp. The most basic needs were:

(a) that a person should be hired who was well trained in arts and crafts.

(b) that camp counselors should be experienced and chosen well ahead of time for the camp.

(c) that, if possible, the ratio of black to white staff should be maintained and that at least one black should be hired who was trained well enough to take a top staff position.

(d) that there should be differential pay for experience and job duty with a heavy emphasis on the use of qualified teachers.

(e) that a bus or other means of group transportation be available at the camp to take youngsters to other places of educational interest.

(f) that a petty cash fund be available for use in case of emergency.

(g) that a nurse-secretary be assigned to the camp to help in keeping records and attending to small injuries.

(h) that there be a more intensive inservice training procedure for camp workers and perhaps interested teachers.

(i) that administrative decisions be made during early spring as to whether or not a camping program is going to be held. Mounting a program in a short period of time hampers planning, in terms of program development and in terms of staff and participant selection.

FINANCIAL STATEMENT

CAMP PROJECT FOR SEVENTH, EIGHTH, AND NINTH GRADE PUPILS

SUMMER, 1970

	Amount Allocated	Amount Spent
Materials and Supplies	$ 7,287.00	$ 4,753.88
Food	8,576.00	8,662.94
Field Trips	1,000.00	907.75
Insurance for 380 Boys (@ $2.00 ea.)	768.00	760.00
Salaries (10 full-time people)	13,050.00	13,050.00
Local Travel Pupil and Personnel	-0-	1,162.77
TOTAL ALLOCATED	$ 30,681.00	$ 29,297.34

Cost to the Board of Education for Each Boy . . . . . $77.10 *

* Four pupils returned home due to "homesickness" or related difficulties and three for disciplinary reasons.

SCHEDULE OF ACTIVITY FOR THE CAMP PROJECT

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
7:00	7:00 Reveille	7:00 Reveille	7:00 Reveille	7:00 Out Camping	7:00 Reveille
7:30	7:30 Colors	7:30 Colors	7:30 Colors	7:30 Experience	7:30 Colors
8:00	8:00 Breakfast	8:00 Breakfast	8:00 Breakfast	8:00	8:00 Breakfast
8:30	8:30	8:30	8:30	8:30	8:30
9:00	9:00	9:00	9:00	9:00	9:00 Clean Up
9:30	9:30	9:30	9:30	9:30	9:30 Pack Up
9:40	9:40	9:40	9:40	9:40	9:40
10:00	10:00	10:00	10:00	10:00	10:00 Bus Arrives
10:30 Campers Arrive	10:30	10:30	10:30	10:30 Report In	
Clan Time	10:50		10:50	Clan Time	
				Clean Up	
12:00 Lunch	12:00 Lunch	12:00 Lunch	12:00 Lunch	12:00 Lunch	
12:30 Rest Period	12:30 Rest Period	12:30 Rest Period	12:30 Rest Period	12:30 Rest Period	
	1:20	1:30			
2:00		2:00	Out Camping	2:00	
3:00	2:30	3:00	Experience	2:30 All Camp Event	
4:00	3:40			4:00	
5:00	4:40			5:00	
	5:00				
5:30 Retreat	5:30 Retreat	5:30 Retreat		5:30 Retreat	
6:00 Supper	6:00 Supper	6:00 Supper		6:00 Supper	
Singing	Singing	Singing		Singing	
Free Time	Free Time	Free Time		Free Time	
7:00 (Athletics)	(Athletics, Fishing, Canoeing)	(Athletics, Fishing, Canoeing)		(Athletics, Fishing, Canoeing)	
8:00 All Camp Assembly	8:00 Clan Time	8:00 All Camp Assembly		8:00 All Camp Assembly Awards	
9:00	9:00	9:00		10:00 In Cabins	
9:30 In Cabins	9:30 In Cabins	9:30 In Cabins		10:30 Taps - Lights Out	
10:00 Taps - Lights Out	10:00 Taps - Lights Out	10:00 Taps - Lights Out			

The Nowicki-Strickland Locus of Control Scales
(Personal Reaction Survey)

Yes	No		
___	___	1.	Do you believe that most problems will solve themselves if you just don't fool with them?
___	___	2.	Do you believe that you can stop yourself from catching a cold?
___	___	3.	Are some kids just born lucky?
___	___	4.	Most of the time do you feel that getting good grades means a great deal to you?
___	___	5.	Are you often blamed for things that just aren't your fault?
___	___	6.	Do you believe that if somebody studies hard enough he or she can pass any subject?
___	___	7.	Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?
___	___	8.	Do you feel that if things start out well in the morning that it's going to be a good day no matter what you do?
___	___	9.	Do you feel that most of the time parents listen to what their children have to say?
___	___	10.	Do you believe that wishing can make good things happen?
___	___	11.	When you get punished does it usually seem it is for no good reason at all?
___	___	12.	Most of the time do you find it hard to change a friend's (mind) opinion?
___	___	13.	Do you think that cheering more than luck helps a team to win?
___	___	14.	Do you feel that it's nearly impossible to change your parent's mind about anything?
___	___	15.	Do you believe that your parents should allow you to make most of your own decisions?

Yes	No		
___	___	16.	Do you feel that when you do something wrong there's very little you can do to make it right?
___	___	17.	Do you believe that most kids are just born good at sports?
___	___	18.	Are most of the other kids your age stronger than you are?
___	___	19.	Do you feel that one of the best ways to handle most problems is just not to think about them?
___	___	20.	Do you feel that you have a lot of choice in deciding who your friends are?
___	___	21.	If you find a four leaf clover do you believe that it might bring you good luck?
___	___	22.	Do you often feel that whether you do your homework has much to do with what kind of grades you get?
___	___	23.	Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her?
___	___	24.	Have you ever had a good luck charn?
___	___	25.	Do you believe that whether or not people like you depends on how you act?
___	___	26.	Will your parents usually help you if you ask them to?
___	___	27.	Have you felt that when people were mean to you it was usually for no reason at all?
___	___	28.	Most of the time, do you feel that you can change what might happen tomorrow by what you do today?
___	___	29.	Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them?
___	___	30.	Do you think that kids can get their own way if they just keep trying?
___	___	31.	Most of the time do you find it useless to try to get your own way at home?

Yes	No		
___	___	32.	Do you feel that when good things happen they happen because of hard work?
___	___	33.	Do you feel that when somebody our age wants to be your enemy there's little you can do to change matters?
___	___	34.	Do you feel that it's easy to get friends to do what you want them to?
___	___	35.	Do you usually feel that you have little to say about what you get to eat at home?
___	___	36.	Do you feel that when someone doesn't like you there's little you can do about it?
___	___	37.	Do you usually feel that it's almost useless to try in school because most other children are just plain smarter than you are?
___	___	38.	Are you the kind of person who believes that planning ahead makes things turn out better?
___	___	39.	Most of the time, do you feel that you have little to say about what your family decides to do?
___	___	40.	Do you think it's better to be smart than to be lucky?

PRECAMP QUESTIONNAIRE

NAME_____ AGE_____

1. Do you expect that the next 5 days will be:
   a. ____ no fun
   b. ____ a little fun
   c. ____ a great deal of fun

2. Do you expect that over the next 5 days:
   a. ____ you will learn nothing
   b. ____ you will learn a little
   c. ____ you will learn a lot

3. How well can you paddle a canoe?
   a. ____ not at all
   b. ____ a little
   c. ____ very well

4. How well can you swim?
   a. ____ not at all
   b. ____ a little
   c. ____ very well

5. How often have you been to a lake?
   a. ____ not at all
   b. ____ less than 5 times
   c. ____ more than 5 times

6. How well can you fish?
   a. ____ poorly
   b. ____ fair
   c. ____ good

7. How well can you tell the difference among birds?
   a. ____ not very well
   b. ____ fairly well
   c. ____ very well

8. How well can you tell the difference among trees?
   a. ____ not very well
   b. ____ fairly well
   c. ____ very well

9. How well do you think you would do in the woods by yourself?
   a. ____ not very well
   b. ____ fairly well
   c. ____ very well

10. How many new friends do you expect to make during the next 5 days?
    a. ____ none
    b. ____ a few
    c. ____ many

11. What did you enjoy the most during the past 5 days?

12. On this page draw a picture of yourself. Make sure its a full drawing and not a stick figure. You'll have 5 minutes to complete this drawing.

POSTCAMP QUESTIONNAIRE

NAME_____ TRIBE_____

1. Did you find that the last 5 days were:
   a. ____ no fun
   b. ____ a little fun
   c. ____ a great deal of fun

2. Did you find that over the last 5 days:
   a. ____ you learned nothing
   b. ____ you learned a little
   c. ____ you learned a lot

3. How well can you paddle a canoe?
   a. ____ not at all
   b. ____ a little
   c. ____ very well

4. How well can you swim?
   a. ____ not at all
   b. ____ a little
   c. ____ very well

5. Would you like to come on another camping experience?
   a. ____ no
   b. ____ yes, for about the same length of time
   c. ____ yes, for a longer period of time

6. How well can you fish?
   a.. ____ poorly
   b. ____ fair
   c. ____ good

7. How well can you tell the differences among birds?
   a. ____ not very well
   b. ____ fairly well
   c. ____ very well

8. How well can you tell the differences among trees?
   a. ____ not very well
   b. ____ fairly well
   c. ____ very well

9. How well do you think you would do in the woods by yourself?
   a. ____ not very well
   b. ____ fairly well
   c. ____ very well

10. How many friends did you make during the last 5 days?
   a. ____ none
   b. ____ a few
   c. ____ many

11. What did you enjoy most during the last 5 days?

12. What did you enjoy least about the last 5 days?

13. How good a job do you think your two counselors did?
   a. ____ excellent
   b. ____ very good
   c. ____ good
   d. ____ fair
   e. ____ poor

14. If you were going to attend another camping session and could choose members of the present staff to run it, whom would you choose? Check those you would choose.
   ____ Bill Cribbs
   ____ Karl Binns
   ____ Jimmy Hall
   ____ Jake Martin
   ____ James Young
   ____ Gene Goodwin
   ____ David Watkins
   ____ Michael Willingham
   ____ Scott Mozley

15. Name 2 other boys whom you would vote for as president of your group.

   _____

   _____

   _____

16. Name 3 other boys in your camping session whom you would vote for as friends.

_____

_____

_____

17. On this page draw a picture of yourself. Make sure its a full drawing and not a stick figure. You'll have 5 minutes to complete this drawing.

TABLE 1

Summary of t tests for Pretest and Posttest Nowicki-Strickland Locus of Control Scores for Each Weekly Session

Week	N_1	X_1	X_2	t*
1	28	16.678	15.285	2.437[2]
2	35	16.228	15.257	1.528
3	54	17.278	15.370	4.341[4]
4	54	16.277	14.888	2.768[3]
5	31	18.226	17.548	1.103
6	27	17.037	17.111	-0.130
7	32	16.312	14.125	2.051[1]
8	30	13.700	12.633	2.049[1]
Total	291	16.481	15.254	5.936[4]

*One-tailed test

[1]Significant at .05

[2]Significant at .01

[3]Significant at .005

[4]Significant at .0005

TABLE 2

Analysis of Variance on Nowicki-Strickland Locus of Control Scores for Those Youngsters Who Returned for an Additional Week of Camp

Source	SS	df	MS	F
SS Between People	1,009.51	25		
SS Within People	798.25	78		
SS Among Tests	369.34	3	123.11	21.560*
SS Residual	428.91	75	5.71	

*p<.001

TABLE 3

Mean Nowicki-Strickland Locus of Control Scores for Youngsters Who Spent Two Weekly Sessions at Camp*

First Week		Second Week	
Pretest	Posttest	Pretest	Posttest
16.23	14.07	14.11	12.65

*Means which are underlined do not differ from each other but do differ significantly from the other means.

TABLE 4

Mean Score Responses to Precamp and Postcamp Questionnaire

Items - Scores Range from 1 to 3

All Comparisons Significant at the .05 Level.

Item	Mean of Response
1. Do you expect that the next days will be: a. ____ no fun b. ____ a little fun c. ____ a great deal of fun	2.70
2. Do you expect that over the next 5 days: a. ____ you will learn nothing b. ____ you will learn a little c. ____ you will learn a lot	2.68
3. How well can you paddle a canoe? a. ____ not at all b. ____ a little c. ____ very well	1.95
4. How well can you swim? a. ____ not at all b. ____ a little c. ____ very well	2.30
5. How often have you been to a lake? a. ____ not at all b. ____ less than 5 times c. ____ more than 5 times	2.32
6. How well can you fish? a. ____ poorly b. ____ fair c. ____ good	2.25
7. How well can you tell the difference among birds? a. ____ not very well b. ____ fairly well c. ____ very well	1.76
8. How well can you tell the difference among trees? a. ____ not very well b. ____ fairly well c. ____ very well	1.63

TABLE 4 CONT.

Item	Mean of Response
9. How well do you think you would do in the woods by yourself? a. ____ not very well b. ____ fairly well c. ____ very well	2.08
10. How many new friends do you expect to make during the next 5 days?	2.52
1. Did you find that the last 5 days were: a. ____ no fun b. ____ a little fun c. ____ a great deal of fun	2.81
2. Did you find that over the last 5 days: a. ____ you learned nothing b. ____ you learned a little c. ____ you learned a lot	2.83
3. How well can you paddle a canoe? a. ____ not at all b. ____ a little c. ____ very well	2.55
4. How well can you swim? a. ____ not at all b. ____ a little c. ____ very well	2.54
5. Would you like to come on another camping experience? a. ____ no b. ____ yes, for about the same length of time c. ____ yes, for a longer period of time	2.20
6. How well can you fish? a. ____ poorly b. ____ fair c. ____ good	2.39
7. How well can you tell the difference among birds? a. ____ not very well b. ____ fairly well c. ____ very well	1.91

TABLE 4 CONT.

Item	Mean of Response
8. How well can you tell the differences among trees? a. ____ not very well b. ____ fairly well c. ____ very well	2.02
9. How well do you think you would do in the woods by yourself? a. ____ not very well b. ____ fairly well c. ____ very well	2.32
10. How many friends did you make during the last 5 days? a. ____ none b. ____ a few c. ____ many	2.76

TABLE 5

Weekly Record of How Frequently Activities were Endorsed as the Favorite by the Pupils

	W_1	W_2	W_3	W_4	W_5	W_6	W_7	W_8	Total	Rank
Camping Out	9	15	7	5	6	0	5	5	52	3
Canoeing	4	4	21	18	11	18	14	1	91	2
Conservation	0	5	0	2	1	6	3	0	17	5
Eating	0	4	0	1	0	2	2	1	10	7
Fishing	2	5	7	5	3	2	0	0	24	4
Indian Ceremony	1	5	4	1	1	1	2	0	15	6
Other Sports	1	1	2	1	0	0	1	0	6	8
Singing	0	3	0	1	0	0	0	0	4	9
Swimming	7	15	22	25	12	11	6	5	103	1

EVALUATION

The aim of this part of the evaluation is for you to give your judgment of various aspects of the summer camp experience. What is needed is your own opinion and judgment. Please offer recommendations wherever possible.

1. Give your opinion of the following activities. Include in your opinion whether or not you feel they should be continued? Increased? Decreased? Elaborate where possible.

   a. Swimming
   b. Canoeing
   c. Camp Craft
   d. Arts and Craft
   e. Friday Night Ceremony
   f. Tribal Competition
   g. Singing
   h. Fishing
   i. Conservation
   j. Nature Study

   What other activities might have been included? Why?

2. What is your opinion of the structure of the camp staff? Include an evaluation of communication between staff members.

   a. How could it be better?
   b. Do you feel more or less staff were needed?

3. How would you evaluate staff morale? Give reasons for both positive and/or negative opinions.

4. What is your opinion of the location for the camp? Include in this, your evaluation of food, facilities andcooperation. How might it have been improved?

5. Do you feel that the youngsters benefited from their camp experience? How?

   a. How might they have benefited more?

6. Did you, as a worker, have enough leisure time? How might your time have been structured to your maximum benefit?

7. Do you feel that the $5\frac{1}{2}$ day time period was satisfactory? If not, what length of time do you feel would be better and why?

8. What in your estimation was the most positive aspect of the camp experience for the youngsters? and for yourself? Why?

9. What in your estimation was the most negative aspect of the camping experience for the youngsters? and for yourself? Why?

10. Would you consider returning to work for the camping project next year? If not, why not? What changes would need to take place in order for you to return? Please be specific!

11. What is your evaluation of the precamp-In Service training you received? How well did it prepare you for what eventually occurred? How might it have been better?

12. How close do you feel that the camping experience came to meeting the objectives set out for it the beginning of the summer?

13. What are your feelings concerning the evaluation process itself? How might it be better?

14. Please evaluate the weeks schedule of activities how might it be better?

15. Do you feel that there should be differential pay based on experience? Why?

16. What are your feelings concerning the criteria in which the youngsters are selected? How might it be made better?

17. Do you feel the camp had enough equipment, tools and athletic supplies?

18. What are your feelings about the following topics.

    a. Transportation for youngsters
    b. Additional personnel such as a nurse
    c. Petty cash funds
    d. Other